

## Gerber Elementary School Emergency Preparedness Plan 2015-16

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| <b>FIRE/BOMB THREAT PROCEDURE</b> |
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An actual fire/bomb threat emergency or drill will be signaled by the FIRE ALARM. In the event of a fire/bomb threat, please initiate the following procedures:

1. Using evacuation routes, take your class to your designated area, and line up single file in front of your number.
2. Bring CLASS ROSTER and RED/GREEN card with you to your designated area.
3. Close doors and turn off the lights. LOCK DOORS.
4. In the event that students are not with their homeroom teacher at the time of the drill, secondary teacher (resource, Rti etc.) will safely walk students to the designated area of their **homeroom** class and line-up.
5. Take roll and use your GREEN/RED card to indicate if you have all of your students.
6. The end of the drill or emergency will be signaled by an ALL CLEAR message. Once the ALL CLEAR is given you may proceed back to your room and resume normal activities.
7. In the event that the ALL CLEAR is NOT given, wait in the designated area for further instructions.

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### CODE RED

**Superintendent or designee:** Announce over the loudspeaker: “Attention all students, staff and visitors. This is a **CODE RED**, This is a **CODE RED**” Follow all **CODE RED** procedures.

**Staff Action:** A **CODE RED** initiates two options:

**Option 1: LOCKDOWN.**

- When students are in a classroom, they are to stay there. If outside, but near a classroom, they are to enter the **nearest** classroom. Remember, this **might not be** the student’s regular classroom. Teachers are to secure students and staff members.
- Teachers are to **lock doors** immediately and **ignore all bells.**
- Instruct all students and adults to get under a desk and/or move away from the windows and remain silent.
- Turn on **Yellow Walkie Talkies**, and Cell phones (*silent*).
- Access folders with class roster and student phone numbers. Keep them with you.
- Create a list of students **with you at the current time** (visibly present in the room).
- As soon as it is safe to do so, **email that list to the “Code Red” contact group only.** Bree will contact teachers via walkie talkie if she does not receive your list after a period of time.
- You are to remain in the room and listen for directions.
- Locate safety bucket and use when/if necessary.
- Wait until you hear the announcement of the **ALL CLEAR** to resume normal school activities.

**Option 2: EVACUATE- when unable or unsafe to go to/toward classrooms (Run, Hide, Fight- <https://www.youtube.com/watch?v=aeSxJvZ4G1k>).**

- When students are outside for recess or other activities, upon hearing the **CODE RED**, they are to **EVACUATE** by following the nearest adult to a designated evacuation location or a safe place (**Run, Hide, Fight**). Teachers or yard duty personnel will lead and/or follow students to evacuation location ensuring safety.
- Turn on Walkie Talkies. (Required to carry whenever you are outside the classroom with students).
- Create a list of students **with you at the current time** (visibly present).
- When safe, use walkie talkie to give list to **Bree** in the office.
- Remain in their designated evacuation location until instructed by an adult to leave or an **ALL CLEAR** message is announced.

### Individual responsibilities while the CODE RED is in effect.

**Maintenance:** Lock doors by office and all gates if safe to do so.

**Administration:** Notify authorities and classrooms or delegate this responsibility; check restrooms; identify student, staff, and other adult locations; help walk students to appropriate location.

**Office:** Parent notification. Verify student locations.

**Teachers:** Remain with students, listen for directions and announcements.

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### EMERGENCY ACTION ALL CLEAR

**ALL CLEAR** is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final **ACTION** used to conclude an emergency.

#### ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system: **“Your attention please. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause) ALL CLEAR. (Pause). It is now OK to resume normal school activities. Thank you all for your cooperation.”**
2. Use Parent Telephone Notification System, if appropriate.

#### SITE ADMINISTRATOR ACTIONS:

1. Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
2. Make the **ALL CLEAR** announcement.
3. Depending on the severity of the emergency, use Parent Notification System or send a brief written note home with a description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

#### STAFF ACTIONS:

As soon as the **ALL CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.

## Gerber Elementary School Emergency Preparedness Plan 2015-16

There are many emergency situations that have the potential to bring harm to students and staff at our school. Though we all hope that we never need to use emergency procedures, we also know that prompt, well organized responses can minimize injury or loss of life.

We have established an Emergency Preparedness Plan that outlines our procedures in emergency situations.

### STAFF RESPONSIBILITIES

**Staff: Per California Government Code §3100, during a disaster, public employees become “Disaster Service Workers”. As Disaster Service Workers, school staff may be required to remain at school to assist in an emergency situation.**

Staff members may be assigned as teams to assist in the event of a disaster.

Assigned teams shall receive training appropriate to their CRT role and shall participate in emergency readiness drills and activities before an actual disaster occurs. Any school employee, as a disaster services worker, may be asked to assist an CRT team whenever necessary.

**In the event of a serious emergency response situation all staff members are to remain on campus until permission to leave is given by the superintendent or designee. Staff members will supervise students and operations in the following manner:**

**TEACHERS** will stay with their classes until the danger has passed or until all students have left the campus. They will have their student roster; pencil and paper; and red/green cards with them through-out the emergency. Teachers will be responsible for written records of the whereabouts of each child that is not with the group including those that are absent or have been taken by parents or relatives before the rest of the class has been evacuated by bus. Teachers should apply first aid as necessary and notify the office if serious injury indicates removal to an emergency aid center in the multi-purpose room or other designated area.

**INSTRUCTIONAL AIDES** will stay with their classroom teachers and students. Aides may help calm students, apply first aid if needed, help teachers keep track of students, and act as messengers if it is safe to do so.

**BUS DRIVERS** will be called by **Bree Brown or Maria Llamas-Zavalza** to get to the school if there is going to be an evacuation of students. Bus drivers will await instruction from the **Superintendent, Assistant Principal, or Supervisor of Maintenance**. If an evacuation is indicated, students will go home on the bus they came to school on as we do for minimum days. If a delay occurs before bus loading, drivers will help as needed and will be assigned by Administration or Supervisor of Maintenance; duties may include but are not limited to: surveying damage assessment, turning off utilities, traffic control, or first aid.

**BILINGUAL RESOURCE PERSONNEL** will be available to communicate with our Hispanic families who have no or limited understanding of the English language.

**MEDIA RESOURCE SPECIALIST and other Support Staff** will report to **Bree Brown** in the office as soon as it is safe to do so. Duties will be assigned as needed and may include: telephone communications, handling the counter, or helping to save important records.

**COOKS** will be available, if necessary, to help set up a first aid center in the multipurpose room, and assist as needed. If the emergency becomes extended, the cooks will be responsible for providing meals or beverages.

**SUPERVISOR OF MAINTENANCE AND OPERATIONS** will report to the office, get a walkie talkie, and remain in direct radio contact with the office. He will work with the bus drivers in arranging bus transportation for all students who are not picked up by parents if an evacuation is indicated. He will also call parents if necessary or perform other duties as needed.

**A Crisis Response Team (CRT) has been created. The team will meet periodically and after any emergencies have occurred. The CRT members and primary responsibilities are:**

**SUPERINTENDENT** will be responsible for all decisions that need to be made as an emergency unfolds. She will make the decision to call for emergency assistance; police, fire, or ambulance. She will confer with emergency officials. **Superintendent** will be responsible for media relations which includes notifying the media of evacuation plans and for releasing information to the media. No other school personnel will talk to the media unless instructed to do so by **Superintendent**.

**ASSISTANT PRINCIPAL** will oversee operations that take place on campus. In conjunction with **Superintendent**, he will direct teachers and classes to remain where they are, where to move to, and how to prepare for an evacuation. He will oversee evacuation of students and staff if it becomes necessary. **Assistant Principal** will schedule and chair CRT meetings and be responsible for the annual revision of the Emergency Preparedness Plan.

**BREE BROWN, MARIA LLAMAS-ZAVALZA and JUDY GRANA** will set the office up as the disaster communication center and be responsible for all incoming and outgoing calls. They will inform teachers if students leave with their parents or if students leave for any other reason. **Bree, Maria, and Judy** will handle all telephone inquiries under the **Superintendent's** direction. They will endeavor to provide for the preservation of essential school records. **Bree Brown** will work in conjunction with **Superintendent** to release accurate information only to those people or organizations which need the information to do their job.

**SCHOOL NURSE (if available)** will set up a first aid center in the **multi-purpose room** if it is safe to do so. She will oversee all first aid treatment administered there and, if necessary, will help emergency response personnel get the most seriously injured to the hospital.

**SUPERVISOR OF MAINTENANCE** will turn off all water, electricity and propane that may pose a threat to safety. **Supervisor of Maintenance** will then conduct a thorough assessment of damages. He will determine if it is safe to return to classrooms

or other parts of the campus. If evacuation is called for, he will oversee the process as soon as he has completed his assessment of damages.

**CORT MITCHELL** will remain with his class until the danger has passed, or until all of his students have left the campus. He will then report to the **Administration** and assist in operations as needed.

## **EMERGENCY PROCEDURES**

**Outlined below is a general overview of how to respond in certain emergency situations. A more detailed emergency procedure has been created for certain circumstances, and can be found in the pages following this Plan.**

### **FIRE (see page 11)**

When the fire alarm sounds, evacuate the building following the emergency routes that are posted in each room. Teachers should close all doors and windows and be sure to have their student rosters and red/green cards with them. Teachers and supervisors who do not have a regular class (ELD, RSP, library, etc.) are responsible for the students they have at the time of the emergency and should remain with those students until it is safe for students to join their regular class. Emergency personnel will extinguish the fire. Nobody will be allowed to re-enter the buildings until the all clear signal comes from the office.

**Maintenance Supervisor** will assess the damage and the Superintendent, or designee, will decide to evacuate or not. If the superintendent orders evacuation, procedures outlined in the 'Staff Responsibility' and 'Crisis Response Team' sections of this plan will be initiated.

A Crisis Response Team (CRT) meeting will convene as soon as possible to review the effectiveness of the emergency response.

### **BOMB THREAT (see page 13)**

If a bomb threat is received, the employee receiving the call will try to keep the caller on the phone as long as possible; trying to note gender, age, speech patterns, who planted the bomb, why it is planted, where it is located and when will it explode. Try to identify any background sounds that are audible behind the caller. Immediately call 911.

If, in the **Superintendent's** judgment, the threat warrants response, the fire alarm will sound and the buildings evacuated.

Only trained "bomb squad" personnel will be allowed to enter the building to search for the explosive device. If the **Superintendent** decides to order an evacuation, the procedures outlined in the 'Staff Responsibility' and 'Crisis Response Team' sections of this plan will be initiated and the Bomb Threat Procedure should be followed.

A CRT meeting will convene as soon as possible to review the effectiveness of the emergency response.

**EARTHQUAKE (see page 12)**

In the event of an earthquake teachers will direct students to "Duck and Cover" until the shaking has stopped. If, in the **Superintendent's** judgment, the earthquake has been strong enough to cause structural damage, the fire alarm will sound to clear the buildings. If the electricity is out, the **Assistant Principal** will inform each classroom to evacuate.

**Supervisor of Maintenance** will assess the damages and **Superintendent** will order either evacuation of the school grounds or re-entry into the buildings. If **Superintendent** orders evacuation, the procedures outlined in the 'Staff Responsibilities' and 'Crisis Response Team' sections of this plan will be initiated.

A CRT meeting will convene as soon as possible to review the effectiveness of the emergency response.

**SEVERE WINDSTORM/TORNADO**

In the event of severe winds that have the potential to tear materials from the buildings, an all call message will be announced for students and staff to return to class.

If damage begins to occur, such as windows breaking or materials flying against walls or windows, teachers should order students to "Duck and Cover", facing away from walls that have the most windows. When winds have subsided, **Superintendent** will assess the damages and **Superintendent** will decide to either resume class or evacuate. If **Superintendent** orders evacuation, the procedures outlined in the 'Staff Responsibilities' and 'Crisis Response Team' sections of this plan will be initiated.

A CRT meeting will convene as soon as possible to review the effectiveness of the emergency response.

**CHEMICAL SPILL (see page 14)**

In the event of a potentially dangerous toxic chemical spill, the local emergency response officials will tell the **Superintendent** how to respond. If it is important to act quickly to avoid airborne toxins, an all call message will be announced for students and staff to return to class. All windows and doors need to be closed and air conditioner/heating units need to be turned off. Teachers are to remain in classrooms while awaiting further instructions from the office.

If the **Superintendent** orders an evacuation, the procedures outlined in the 'Staff Responsibilities' and 'Crisis Response Team' sections of this plan will be initiated.

A CRT meeting will convene as soon as possible to review the effectiveness of the emergency response.

**CIVIL DISTURBANCE ON CAMPUS (see page 10)**

If a disturbance occurs on campus that has the potential to cause harm to students or staff, an all call message stating "Code Red" will be announced over the loudspeaker. The Code Red Procedure should be followed, and immediate dispersal of those causing the disturbance will be ordered by Administration. If the dispersal does not take place immediately, either more staff will be asked to respond or law enforcement will be summoned. Once the disturbance has been quelled, an all call message will be

announced with instructions to follow or directions will come to the teachers from the office.

If law enforcement is called, they will take control of the situation and make the decisions as to how to proceed. Students who do not disperse when told to do so will be punished with suspension or possible expulsion depending on the severity of the disturbance and their past behavior record.

If the situation is so serious that law enforcement or the **Superintendent** orders evacuation of the site, the procedures outlined in the 'Staff Responsibilities' and 'Crisis Response Team' sections of this plan will be initiated.

A CRT meeting will convene as soon as possible to review the effectiveness of the emergency response.

### **THREAT OF VIOLENCE OR ACTUAL VIOLENCE BY AN AGGRESSIVE OR ARMED INDIVIDUAL**

If an overly aggressive or armed individual poses a threat to students or staff, law enforcement will be called immediately. An all call message stating "Code Red" will be announced over the loudspeaker and the Code Red Procedure will be followed. At that time law enforcement is in charge and dictates actions from then on. The office will inform teachers when danger has passed. If the **Superintendent** orders evacuation, the procedures outlined in the 'Staff Responsibilities' and 'Crisis Response Team' sections of this plan will be initiated.

A CRT meeting will convene as soon as possible to review the effectiveness of the emergency response.

### **AFTER THE DISASTER**

In any disaster situation or a situation where life is lost, including accidental death away from school or suicide, there will be grieving. To respond to that grief, be it an individual or many people, the CRT will meet as soon as possible to plan for providing grief support. Once the CRT has devised a plan, it will be shared in a meeting with all involved staff members. The goals of these meetings are to provide staff with methods to help the students with their grief and to determine the scope of the counseling that will be made available to those who want it. A team of counselors from other districts and County Mental Health is available upon request. Counseling will be provided on site for as long as it is feasible. If recommended by school counselors, individuals will be referred for further counseling to private or public providers.



## **EVACUATION PLAN FOR PARENT PICK UP ON CAMPUS AND OFF CAMPUS**

**ON CAMPUS---** Parents will be directed by school personnel to use the school parking lot to pass through when picking up their child. A school staff member will direct traffic and radio staff members to release students from their locations to the front of the school to be picked up by their parent/guardian. Parent or Guardian must present a photo ID.

**STUDENTS USING THE BUS---** Students who use the bus to be transported home, will be directed to the bus barn where they will be loaded on the bus and transported home.

**OFF CAMPUS---** If Gerber students have to be evacuated from school to one of our designated off campus evacuation sites, they will be kept in one area. As their parents arrive to pick them up, parents will ask a school staff member for their child. The parent must show identification to the staff member before a child is released. The staff member will retrieve their child from the secure area and release the child to the parent. A list will be kept of children being released.

## EMERGENCY RESPONSE WEAPON

The brandishing of any weapons poses an immediate threat to students and staff. Response is the same whether the weapon is used, seen or suspected but not in use. Safety must always be the foremost consideration. A person wielding a weapon will usually respond best to calm, reasonable talk. In addition to calming the individual, talking allows time for law enforcement officials and other professionals to arrive.

### STAFF ACTIONS:

- Remain calm. Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger.
- Alert administration.
- Make no effort to intervene. Allow a law enforcement officer to take possession of the weapon.
- If possible provide first aid for victims, if needed.
- Account for all students.
- Assist police officers – provide identity, location and description of individual and weapons.

### SITE ADMINISTRATOR ACTIONS:

- Remain calm. Depending on how the situation unfolds, initiate **LOCKDOWN** or **EVACUATION**, as needed. Do not confront the suspect.
- Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, actions taken by the school (e.g. **LOCKDOWN**).
- Identify command post for police to respond. Assist police to enter the school. Provide officers with critical information. Accompany the police officer to the student suspected of having a weapon.
- If suspect has left, secure all exterior doors to prevent re-entry.
- Isolate and separate witnesses. Instruct them to write a statement of events while waiting for police to arrive.
- Gather information about the incident for the police:
  - Name of student with weapon.
  - Location of witness when weapon was seen.
  - What did the student do with the weapon after it was displayed?
  - What is the current location of the student with the weapon?
- Reserve a private area for the student to be taken and questioned. Allow police officer to thoroughly search student with another adult witness present. Police officer should take possession of and secure any weapon located.
- Assign an administrator to remove all of the suspected student's belongings (book bag, clothing, etc.) from the classroom. Do not allow the student to pickup or carry his own belongings.

## **EMERGENCY RESPONSE FIRE (onsite)**

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed and lights turned off. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the “fire is out”.

### **Within School Buildings**

#### **SITE ADMINISTRATOR ACTIONS:**

- Sound the fire alarm to implement **EVACUATION** of the building.
- Immediately **EVACUATE** the school using the fire routes.
- Notify the Fire Department (call 911).
- Direct search and rescue team to be sure all students and personnel have left the building.
- Ensure that access roads are kept open for emergency vehicles.
- Notify appropriate utility company of suspected breaks in utility lines or pipes.
- If needed, notify bus dispatch for **OFF-SITE EVACUATION** by **DIRECTED TRANSPORTATION**.
- Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

#### **STAFF ACTIONS:**

- EVACUATE** students from the building using fire routes
- Take attendance and green/red card. Report missing students to the Principal/designee and/or emergency response personnel.
- Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

**If it’s only a drill, an all clear message will be announced and you may proceed back to your rooms. If it were a real fire, you will remain in your line and wait for instructions as where to proceed.**

## EMERGENCY RESPONSE EARTHQUAKE

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. The major shock is usually followed by numerous aftershocks, which may last for weeks. The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops.

### Inside Building

#### SITE ADMINISTRATOR ACTIONS:

- Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- Notify TCDE of school and personnel status. Determine who will inform public information media as appropriate.
- Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
- Determine whether to close school. If school must be closed, notify staff members, students and parents.

#### STAFF ACTIONS:

- Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
- Check for injuries. Render First Aid, if necessary.
- After shaking stops, listen for **EVACUATE** procedures. Do not return to the building. Bring attendance roster (green/red card).
- Check attendance at the assembly area. Report any missing students to site administrator.
- Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- Stay alert for aftershocks
- Do NOT re-enter building until it is determined to be safe.

### Outside Building

#### STAFF ACTIONS:

- Move students to designated area.
- After shaking stops, check for injuries, and render first aid.
- Check attendance. Report any missing students to principal/site administrator.
- Stay alert for aftershocks.
- Do NOT re-enter building until it is determined to be safe.
- Follow instructions of site administrator.

## **EMERGENCY RESPONSE BOMB THREAT**

In the event that the school receives a Bomb Threat by telephone, keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete your Bomb Threat notes as soon as possible.

### **PERSON RECEIVING THREAT BY TELEPHONE:**

- Listen. Do not interrupt caller.
- Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify site administrator immediately after completing the call.
- Complete your Bomb Threat notes.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Notify the Superintendent/Principal of the situation.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

### **SEARCH TEAM ACTIONS:**

- Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- Check classrooms and work areas, public areas (offices, bathrooms and), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- If suspicious item is found, make no attempt to investigate or examine object.

### **STAFF ACTIONS:**

- Evacuate students as quickly as possible, using primary routes.
- Upon arrival at the designated safe site, take attendance. Notify the site administrator of any missing students.
- Do not return to the building until emergency response officials determine it is safe.

## **EMERGENCY RESPONSE CHEMICAL ACCIDENT (offsite)**

Chemical accidents may result from a transportation accident or an industrial spill, involving large quantities of toxic material.

### **SITE ADMINISTRATOR ACTIONS:**

- Notify TCDE, the Fire Department and the Department of Public Health. Provide the following information:
  - School name and address, including nearest cross street(s)
  - Location of the spill and/or materials released
  - Characteristics of spill (color, smell, visible gases)
  - Name of substance, if known
  - Injuries, if any
- Notify Maintenance Supervisor.
- Determine whether to implement **SHELTER IN PLACE, EVACUATION** and/or student release.
- Post a notice on the school office door stating location of alternate school site.

### **STAFF ACTIONS:**

- If **SHELTER-IN-PLACE**, close all doors and windows, and monitor the walkie talkies.
- If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- If **EVACUATION** is implemented, direct all students to designated area.
- Upon arrival at safe site, take attendance (green/red card) to be sure all students have been evacuated and accounted for.

# GERBER SCHOOL STAFF ROSTER 2015-2016

|                       |  |            |                |
|-----------------------|--|------------|----------------|
| Melanie Nolan         | Transitional Kindergarten                                | Room 19    | Extension 1519 |
| Annie Darst           | Kindergarten   | Room 20    | Extension 1520 |
| DeLana. Button        | Kindergarten   | Room 21    | Extension 1521 |
| Todd Bateman          | First Grade  | Room 15    | Extension 1515 |
| Donna Wabbel          | First Grade  | Room 17    | Extension 1517 |
| Courtney Smith        | Second Grade   | Room 18    | Extension 1518 |
| Nancy Compton         | Second Grade   | Room 23    | Extension 1523 |
| Keri Spengler         | Third Grade  | Room 22    | Extension 1522 |
| Julie Hablitzel       | Third Grade  | Room 08    | Extension 1508 |
| Marci Spencer         | Fourth Grade   | Room 24    | Extension 1524 |
| Christy Ulloa         | Fourth Grade   | Room 25    | Extension 1525 |
| Mollie Zuehlke        | Fifth Grade  | Room 26    | Extension 1526 |
| Trisha Kehoe          | 5 <sup>th</sup> /6 <sup>th</sup> Grade                   | Room 27    | Extension 1527 |
| Lori Dye              | Sixth Grade  | Room 29    | Extension 1529 |
| Claudia Trout         | 7 <sup>th</sup> Grade                                    | Room 35    | Extension 1535 |
| Jenna Farrell         | 7 <sup>th</sup> /8 <sup>th</sup> Grade                   | Room 30    | Extension 1530 |
| Cort Mitchell         | 8 <sup>th</sup> Grade                                    | Room 31    | Extension 1531 |
| Science Room          | Science  | Room 33    | Extension 1533 |
| Rob Jackson           | Community Day  | Room 37    | Extension 1537 |
| Renee Fletcher        | RTI  | Room 14    | Extension 1514 |
| Lupe Ramirez-Carrillo | Resource Specialist                                      | Room 16    | Extension 1516 |
| Kelly Klein           | Speech Specialist  | Room 39    | Extension 1539 |
| Maria Tadeo           | ELD Teacher  | Room 36    | Extension 1536 |
| Tom Lando             | Computer Tech/Lab  | Room 28    | Extension 1528 |
| Corena Latimer        | Media Resource Aide                                      | Media Res. | Extension 1542 |
| Karen Schreder        | Special Ed Supervisor                                    | Room 1     | Extension 1501 |
| P/T                   | Physical Therapy   | Room 1 & 2 | 385-1170       |
| Gary Ulloa            | Countywide Class   | Room 3     | 385-2048       |
| Sara Wetselaar        | Special Needs  | Room 4     | 385-1542       |
| Donna Comer           | Health Assistant   | Room 5     | 385-1542       |
| April Bennett         | Special Needs  | Room 6     | 385-1542       |
| Jeannie Swanson       | Special Ed - DHH   | Room 11    | 385-1359       |
| Jenny Marr            | Superintendent/Principal                                 | Office     | Extension 1551 |
| Patricia Astin        | Asst. Principal/Title I                                  | Office     | Extension 1550 |
| Bree Brown            | Business Manager   | Office     | Extension 1553 |
| Maria Zavalza         | Account Clerk  | Office     | Extension 1554 |
| Judy Grana            | School Secretary   | Office     | Extension 1552 |
| Jeannie/Melissa       | Cook/Cook Assistant                                      | Cafeteria  | Extension 1544 |
| Jesse Johnson         | Supervisor of Maintenance,<br>Operations, Transportation | Shop       | Extension 1556 |
| Dale Cheatham         | Psychologist   | Room 38    | Extension 1538 |
| Jessica Spangler      | Counselor  | Room 32    | Extension 1555 |
| Cori Dittner          | School/Resource Counselor                                | Room 7     | Extension 1507 |
| Nurse                 | Nurse  | Room 32    | Extension 1555 |
| Krista Alonzo         | SERRF  | Room 12    | Extension 1512 |
| Anna/SERRF            | After School Program                                     | Room 13    | Extension 1513 |
| Angie Lorimor         | State Preschool  |            | 385-1537       |

8/20/2015

Rev.

|                       |  |                            |
|-----------------------|--|----------------------------|
| Rm 6<br>April Bennett | Rm 5<br>Nurse<br>Donna Comer<br>(Rm 3 & 4) | Rm 4<br>Sarah<br>Wetselaar |
|-----------------------|--|----------------------------|

|                    |      |   |
|--------------------|------|---|
| Rm 3<br>Gary Ulloa | Rm 2 | Rm 1<br>Nurse/<br>Jody/ PT<br><br>Karen Schreder<br>SELPA |
|--------------------|------|---|

|                                     |   |   |                        |                                    |                             |
|-------------------------------------|---|---|------------------------|------------------------------------|-----------------------------|
| Rm 39<br>Kelly Klein/Speech         | Rm 8<br>Julie Hablitzel 3 <sup>rd</sup> grade | Rm 7<br>Cori Dittner<br>Resource<br>Counselor | Rm 13<br>SERRF<br>Anna | Rm 12<br>SERRF<br>Krista<br>Alonzo | Rm 11<br>Jeannie<br>Swanson |
| Rm 38<br>Dale Cheatham Psychologist |   | Parent's Club                                 |                        |                                    |                             |

|                                      |
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| Rm. 40<br>Preschool<br>Angie Lorimor |
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|    |   |  |                                    |  |                                |
|----|---|--|------------------------------------|--|--------------------------------|
| BR | Rm. 18<br>Courtney Smith<br>2 <sup>nd</sup> Grade | Rm 17<br>Donna Wabbel<br>1 <sup>st</sup> Grade | Rm 16<br>Guadalupe Carrillo<br>RSP | Rm 15<br>Todd Bateman<br>1 <sup>st</sup> Grade | Rm 14<br>enee<br>etcher/<br>IT |
| BR |   |  |                                    |  |                                |

|                               |
|-------------------------------|
| Rm. 19<br>Melanie Nolan<br>TK |
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|    |   |   |                                  |                                |
|----|---|---|----------------------------------|--------------------------------|
| BR | Rm 23<br>Nancy Compton<br>2 <sup>nd</sup> Grade | Rm 22<br>Keri Spengler<br>3 <sup>rd</sup> Grade | Rm 21<br>DeLana Button<br>Kinder | Rm 20<br>Annie Darst<br>Kinder |
| BR |   |   |                                  |                                |

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| Rm. 37<br>Community Day School/<br>Rob Jackson |
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|    |                                     |  |                                   |   |
|----|-------------------------------------|--|-----------------------------------|---|
| BR | Rm 27<br>Trisha Kehoe<br>5/6 Grades | Rm 26<br>Mollie Zuehlke<br>5 <sup>th</sup> Grade | Rm 25<br>Christy Ulloa<br>4 Grade | Rm 24<br>Marci Spencer<br>4 <sup>th</sup> Grade |
| BR |                                     |  |                                   |   |

|              |
|--------------|
| Staff BR     |
| Copy Room    |
| Staff Lounge |

|                           |
|---------------------------|
| Library<br>Corena Latimer |
|---------------------------|

|   |                                      |  |                                |    |
|---|--------------------------------------|--|--------------------------------|----|
| Rm 31<br>Cort Mitchell<br>8 <sup>th</sup> Grade | Rm 30<br>Jenna Farrell<br>7/8 Grades | Rm 29<br>Lori Dye<br>6 <sup>th</sup> Grade | Rm 28<br>Tom Lando<br>Computer | BR |
|   |                                      |  |                                | BR |

|   |
|---|
| BR  |
| Office<br>Bree Brown<br>Judy Grana<br>Maria Zavalza<br>Patricia Astin |

|                           |
|---------------------------|
| Storage                   |
| Jenny Marr<br>Supt./Prin. |

|                             |   |                    |   |
|-----------------------------|---|--------------------|---|
| Rm 36<br>Maria Tadeo<br>ELD | Rm 35<br>Claudia Trout<br>7 <sup>th</sup> Grade | Rm 34<br>Textbooks | Rm 32<br>Counselor: Jessica<br>Spangler Th/F<br>Rm 33<br>Science Room |
|-----------------------------|---|--------------------|---|

|                               |                                      |
|-------------------------------|--------------------------------------|
| Tech Room:<br>Jason<br>Rhoads | Multi-Purpose Room                   |
| Stage                         | Kitchen<br>Jeannie Fite/Melissa Fite |

8/11/15



